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TO MY FELLOW-TEACHERS.

BY HELEN.

As now the time draws near that bids us leave
Our pleasures, and our tasks anew receive,
'Tis well that we should seek, with thoughtful care,
Our minds for active service to prepare.
Our shield of Patience must be strong and bright,
And Hope, our breastplate, ready for the fight.
The sword of Justice, linked with Mercy's wand,
Each soldier carry in his firm right hand,
Fair Conscientiousness our girdle strong
And Industry our helmet. Thus the throng
Of small but trying cares that meet us all,
And make the school-bell but a weary call,
Will all be vanquished, and our life made bright
With true success and sense of doing right.

THE GYROSCOPE.

BY WM. T. HARRIS.

THOSE who have become interested in this singular piece of mechanism, and who have not been successful in arriving at a satisfactory solution, may possibly find the following explanation intelligible. The reader must remember that the main point to be regarded is the combination of gravity with the momentum of the revolving wheel. This combination results in a third movement of the wheel and frame around the upright standard or support. That two forces acting upon a body in conjunction—each force tending to make that body revolve on an axis different from the other—will tend to produce a revolution, about an axis lying between the two axes, is a general law demonstrated by Paolo Frisi, of Milan, as early as 1760, and its application explains the Gyroscope; although one must not too readily conclude that every one who understands that law can make the application, as may be seen by looking into Silliman's Natural Philosophy, where the cause of the Gyroscope's rising under certain conditions (see "vi," below), is incorrectly given. The explanation of Dr. Reuben (See New American Cyclopædia, *Art*. "Gyroscope,") is likewise erroneous, and if it were true, the Gyroscope would exhibit a series of phenomena entirely different from those it really does. And yet Frisi's law is spoken of as solving it, at the beginning of the article! Prof. Snell's pamphlet on the same subject (dating from Amherst College), is likewise in error on the same point as Silliman's, although very clear and precise on the rest. He thinks that it sometimes rises because of friction on the standard, but prudently remarks: "But it requires a too abstruse mathematical demonstration to introduce into this pamphlet." Perhaps all these expositors saw the explanation given in Barnard's Journal for 1857, (p.

537, vol. iii, and p. 529, vol. iv), and without following closely the abstruse formulæ there given, took away what each could carry. I discovered my explanation in 1861, and entirely without mathematical aid. This is perhaps the reason that I was not misled in the phenomena of the wheel's rising. The invention of the Gyroscope has been claimed by many people in this country and Europe. In 1817, Bohnenberger, of Tübingen, constructed an instrument somewhat like the Gyroscope, with which to illustrate the precession of the equinoxes. The great mathematicians, D'Alembert, Euler, Poinsot and Poisson, had applied the principle to working out the problem of precession without discovering such an instrument. But, from 1831 to 1855, a great number of persons in this country and Europe, constructed, independently of each other, an instrument like the Gyroscope. It has a great variety of names—Gyroscope, Rotascope, Mechanical Paradox, Polytropium, etc. I know of no subject on which there are more numerous and more conflicting opinions concerning the explanation of it—unless it be the "Freedom of the Will."

Without more preliminary, I will now give my explanation, calling upon the reader to use his imagination, as I have no diagram to refer to. For clearness I divide up the demonstration into several steps.

I. POSITION.

Place the instrument before you, the standard being towards the left, one end of the frame resting upon it at the left, and the other extending to the right, so that when the wheel revolves, the particles of the wheel above and below the axis will move either to or from you.

II. CONDITIONS.

Set the wheel in motion with the hand, so that the particles above a horizontal line drawn through the axle will move from you, and the particles beneath the same will move towards you.

III. PRINCIPLE.

If a force impels an object forward in a right line, and another force impels it in a different direction, the object will "compromise," and move in a line between the two lines of the forces, *e. g.*: a boat crossing a stream, impelled straight to the opposite bank by the wind, is carried down by the stream, so that its real course is an oblique one.

IV. ANALYSIS AND APPLICATION OF PRINCIPLE.

(A.) Gravitation (or weight) tends to pull the frame down at the right hand, and this will move the top of the wheel away from the standard, and the bottom of the wheel towards the standard.

(B.) Hence the particles of the upper half of the wheel, which are moving from you, will be deflected to the right as they rise to the top of the wheel, and thus will tend to descend further to the right than the wheel will allow them. This tendency to descend further to the right, is equivalent to a force pulling the further side of the wheel away from the standard and to the right, and hence, would make the wheel and whole frame revolve around the standard towards you.

(C.) The particles of the under half of the wheel are coming towards you, and are deflected by gravitation to the left (towards the standard), as they descend to the bottom of the wheel, and thus will tend to rise further to the left than the wheel will allow them. This tendency is equivalent to a force pulling the side of the wheel next to you towards the standard, and thus causing the whole to revolve around the standard in that direction, which is the same direction that the analysis of the upper half of the wheel showed as its resultant.

Hence, the effect of gravitation is to make the wheel revolve around the standard.

V. REMARKS.

(a.) If the wheel be set going in the opposite direction from the one required in "II," the same method of analysis will show that the wheel will revolve around the standard in an opposite direction from the one before shown.

(b.) And, if instead of the force of gravity we had a force acting upwards, the same analysis would show that the revolution of the frame around the

standard would be in the opposite direction from before.

(c.) If, instead of gravity acting downwards, we had a force (your hand, for example), pushing the wheel horizontally, an analysis would show that the wheel would either rise or fall, according to the direction that you pushed it. If you push it from you (with the top of the wheel moving in the same direction), it will fall; if you push it towards you, it will rise.

(d.) Hence, if you hasten it when revolving around the standard, it will rise; if you retard it, it will fall.

VI. WHY THE WHEEL RISES SOMETIMES.

When the wheel is elevated considerably above the horizontal, its friction on its axis tends to cause the whole frame to revolve with the wheel around the axis of the same. This, you will observe, has the effect to hasten the motion of the whole around the standard, and hence (as explained in "v. d"), make it rise.

VII. WHY IT FALLS GENERALLY.

The friction on the standard (and not on the points at the end of the axis of the wheel, as before), retards its motion around the standard, and thus makes it fall as explained in "v. d."

VIII. WHY ITS MOTION AROUND THE STANDARD INCREASES AS THE SPEED OF THE WHEEL ON ITS AXIS DECREASES.

The weight of the wheel is at all times the same, hence, when the particles are moving faster, they have more momentum, and are deflected less than when they are moving slowly. Just as a swift arrow is deflected by the wind less than a slow arrow. This deflection is what makes it revolve around the standard; when it is great it revolves fast, and when it is small it revolves slowly.

GRAMMAR vs. DIA-GRAMMAR.

Editor Journal of Education:

SAXE in his well known poem entitled "The Money King," says:

"As each is oft'nest eloquent of what
He hates or covets, but possesses not,
I sing of Money!"

Some such idea as this must have been in the mind of the distinguished contributor of the article on the study of English Grammar in your July number. He might have put it—

Since ink from pen with greater freedom flows
On any theme the less the writer knows,
I'll sing of Grammar!

Just as "there are two methods of presenting this subject to classes," there are also two methods of testing their comparative merits. I am disposed to test the science which we may venture to call Dia-grammar, as expounded by Prof. Greenwood by both these methods, one of which is by experiment, using for the purpose one of his own sentences. Let us take this:

"Mechanical is the name of one and is 'dull and dry.'"

Now let us look at the instructions:

"To parse a sentence—Arrange as many perpendicular lines on the slate, paper, or blackboard as you want spaces in which to place the properties of the words parsed.

Write the sentence to the left of the first left hand line, placing the first word of the sentence near the top of the line; the second word directly under the first; the third under the second, and so on till all are written. Parse the words in succession, by filling as many spaces as may be necessary, parsing from left to right, writing the word modified or affected to the right of the right hand line."

Mr. Editor, *Mister Editor*, can you explain this process to me? Is this what the Professor wrote? or have the devils that beset printing offices been tampering with the Professor's manuscript?

Mechanical					
is					
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is					
dull					
and					
dry.					

There! that was easy enough, but what next. "Parse" now! Yes, but how? Why, "from left to right." Yes, but how can I parse my sentence from left to right, when I have arranged it perpendicularly? "Fill as many spaces as may be necessary." Will Professor G. permit an earnest seeker after knowledge to remark that his instructions are not quite clear? Can he not be persuaded to give us another article on this subject, illustrated with the actual diagram? If so, will he not make use of the sentence I have quoted for the purpose?

Now, Mr. Editor, I confess with shame and confusion of face that this experiment has been a failure—with shame, since it is manifestly not the

fault of the science of Dia-grammar, but the result of my own obtuseness. I shall have to fall back on the other test, which is the scriptural one of judging the tree by its fruit.

Grammars profess to teach the correct use of language. They do not fulfill their promise if one may judge by Prof. Greenwood's style, which certainly is at variance with many of their accepted rules. It is, perhaps, on account of such heresies as "The nominative case governs the verb" that he would have all primary grammars burned. He needs no substantive in any case to govern his verbs, as in the second clause of the sentence I have so emphatically failed in *diagraming*. But, between Richard Grant White to burn the dictionaries, and J. M. Greenwood to consign our grammars to the devouring element, what an *auto da fe* we may expect!

It is as a rhetorician, however, that Prof. Greenwood is pre-eminent. He slings his metaphors about like brickbats in a Moyamensing riot, as regardless as Mose of where they hit. He lets fly one of his "fossils prepared for the conflict," and "Liberty in Modern Greece" is stiffened out beyond recovery. "Dead as a door nail" used to be emphatic; henceforth the world will say "cold and rigid as—Liberty in Modern Greece."

I cannot undertake to quote all this writer's beautiful passages, but the following is undoubtedly the gem of them:

"It is to be hoped that the *live men* and *women* who teach the schools of our State will cut loose those old shackles and fetters which have rankled deep into the vitals of the educational mind of this country—enslaving and prostituting the minds of the youth."

"Cut loose those old shackles and fetters," yes, but why? What have the old things been doing? They have "rankled." *Rankled*, have they? Wounds rankle, sores rankle, which means they fester and hurt like the mischief, but with all deference to professorial dignity may I remark that to say fetters rankle is a new wrinkle? But they "rankle deep into the *vitals*!" Whew! Whose vitals? "*The vitals of the educational mind!*" No matter what the "educational mind" is, it means something that Prof. Greenwood and I understand, but hold on! See what these wicked old fetters (I came near writing "fellers,") have been do-


ing in the "vitals of the educational mind" when they got well "rankled" in—"Enslaving and prostituting the minds of the youth."

There! Who says our live men and women ought not to cut them loose? With scissors, pen knife, rat-tail file, hand-saw! with anything, CUT THEM LOOSE!! Don't let them do that to the minds of the youth!

Step down, Professor. "Take a lesson from the antiquated pod-auger," and that is that whether men bore or are bored they want the work done in a scientific manner, and by a man that understands his business.

HITTY MAGINN.

WILL IT PAY?

E are well aware of the fact that this question is not the most important which can be asked in regard to education. Dollars and cents do have, though, a real as well as a representative value, and there are times and places when and where the financial results of intelligence, refinement, and this higher civilization which is the inevitable outgrowth of education, have such a direct bearing upon this point that it is well to lay the *facts* before the people.

An old resident, one of the most trustworthy men in Boone county, in a communication to the *Missouri Statesman* on the "Influence of Education on Communities," gives the following figures, which we commend to the consideration of all. He says:

To exemplify in a practical manner, we take the three Missouri counties, Boone, Callaway, and Howard. In using the names Callaway and Howard, it is done in no offensive sense, and only because they are nearest and were most alike to Boone, but as we confine ourselves to mere statistics returned by sworn officers, apologies are scarcely necessary.

In 1840, these counties had populations as follows: Boone 13,561, Callaway 11,765, Howard 13,108. Shortly after this date, the Missouri University went into operation at Columbia, the county seat of Boone, and in 1850 it had 14,979, Callaway 13,827, and Howard 13,969. In 1860, Boone had 19,486, Callaway 17,449, Howard 15,946, and in 1868 Boone has 25,950, Callaway 11,711, and Howard 11,924; Boone having increased her majority in 28 years over Callaway from 1,796 to 14,239, and over Howard from 453 to

14,026. It will be objected that the State census of 1868 was imperfect, but this is only an old cavil always raised at any census that is not flattering. It was, perhaps, as imperfect in Boone as elsewhere, for the Assessor, Sheriff, and public men confidently allege that it has to-day over 30,000.

Boone has 35 miles of railroad, and near 50 miles of rock road, and Callaway and Howard *not one foot of either*.

By the report of the Superintendent of Public Schools of 1868, Boone has township school funds \$35,033, Howard \$16,277.39, and Callaway makes *no report* of any. Boone has school children 8,250, Callaway 5,384, Howard 4,993. Boone has primary schools 78 in number, Howard 43, Callaway makes no report. Boone paid State revenue in 1867-68 \$52,017.10, Callaway \$31,084.77, Howard \$39,996.29, or nearly two-thirds the sum of both the others. This is more remarkable, as lands at cash sales are not higher in Boone than surrounding counties.

Callaway and Howard (with the exception of Glasgow, on the Missouri river,) have, besides their county seats, no very flourishing towns, and these are not as thrifty as they were in 1840. Boone has Columbia, Rocheport, Ashland, Sturgeon, and Centralia, which are all growing rapidly, besides many places of less note, and its town populations alone more than half equal the entire population of either of the other counties.

There are now 750 pupils in actual attendance in all the Columbia schools, which is more than all the population of Fayette, and three-fourths that of Fulton; yet these three county seats were nearly together in 1840 in size, population, and business thrift. Howard is the oldest and richest, Callaway the largest, and Boone lies between them.

They are settled by a similar population; neither has any peculiar commercial, manufacturing, mining, or other advantage over the other, except the educational interest centered at Columbia.

Where, then, except in the educational interest, are we to find any reasonable cause for the contrast now existing between these counties?

From that source, directly or indirectly, all these advantages can be traced, and none other. A large amount of the best business men and enterprise of Boone has been identified in some way with the University as workers in it, or graduates and pupils. Such compose an immense element in the active, live men of the day in the county. Look at our Guitars, Todds, Gordons, Hickmans, Prices, Rogers, Clarksons, Lenairs, Prottis, Shields, Turners, and others. Among our representative men we have drawn from Howard a Switzer, and from Callaway a J. L. Stephens.

Our two large and flourishing Female Colleges resulted also from the presence of the University, and would never have existed but for it.

Enlightened enterprise, both home and imported, supported by a small, constant outlay of foreign money, expended through all vicissitudes of hard and good times in and around the schools of Columbia, pushed it steadily forward. The same spirit of enterprise, controlled by the leadership and influence of her enlightened public men, led Boone into railroad and rockroad improvements.

In this connection, two men will be forever identified with the educational and railroad history and progress of Boone, James S. Rollins and President Shannon.

Stimulated by her educational and railroad interests, Columbia has now over 3,000 population, and is growing more rapidly than ever before.

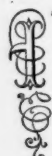
When Boone gave \$100,000 for the North Mo. Railroad, running through the northern part of the county, and 20 odd miles from Columbia, Callaway refused \$75,000 for the same enterprise, and lost it. And now, after the lapse of years, Callaway county proposes to lay \$500,000 of 9 per cent. bonds on her reduced population for a mere cross railroad and no rock roads, and Howard offers a still larger sum for the same objects.

Boone gave \$120,000 in 1840 for the location of the State University, a magnificent liberality for that day; but slowly and surely has it brought in its train these necessarily resulting fruits: first, the Female Colleges, then railroads, rockroads, increased enterprise and population, and a superior class of public men and educated citizenship.

R—.

CANT.

There is a cant about knowledge and progress as well as a cant about goodness, and it is the more pernicious and disagreeable of the two.

T is stated by a late writer that whenever education tends to become formal, there is a natural reaction, and we are flooded with schemes like that of Pestalozzi. As real truth refuses to be confined to particular subjects, this statement is true of life in all of its complexity. As there has been the cant of goodness, so now we are enjoying the cant of education; the cant of religion; the cant of politics, and the cant of science and progress. The literature of Sunday school libraries, teaching lessons contradicted by experience, led to articles like Mark Twain's, in which the bad boy does not generate into the bad man; in which it is made manifest that conventional sins

may be outgrown. Thus the pendulum swung as far to the left as it did from the right, and there has sprung up a cant precisely the same in its nature, and more pernicious in its results.

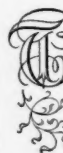
Tennyson sings:

"But these are the days of advance, the works of the men of mind,
When who but a fool would have faith in a tradesman's word or his wares."

And the note thus struck is re-echoed in a thousand forms, until we may hope to see the re-action which shall purify both movements from all that is adventitious.

The cant of education depicts in glowing terms the inestimable privileges of the profession; the priceless rewards which it yields; the insensibility of the ungrateful public, and so on *ad nauseam*. Now the truth that supports all this edifice is the simple fact, that in education as elsewhere, there is abundant occupation for the best ability; that in proportion as such ability is found these, teaching will rise from the mechanic arts and assume a place among the professions; that in proportion as teaching is thus elevated, it will call for a more select body of professors and yield them a more ample return. To talk about the dignity of the profession; to compare its returns with those of other employments and thereby grow discontented; this may do when one is firing off buncombs in an oration, but it is all cant. Teaching, if it have any attractions, has them simply because of its possibilities, and not because of what it has realized; has them because thinking men feel concerned and are willing to be its pioneers if they can at the same time live a man's life: are willing to accept small pecuniary reward until they can show that they deserve larger returns.

Penmanship as a Fine Art.

HE present Emperor of the French, Napoleon III, during a visit to New Orleans, in the days of his adversity, was treated with courtesy and kindness. Since then he has ever regarded the residents of that city with favor, and as a slight token of his remembrance, has presented them with the Imperial edition in two volumes of his History of Cæsar, to be placed in the archives of the city.

The message of the Mayor, and the resolutions of the Common Council, have been engrossed on parchment by

H. A. Spencer, of the St. Louis Commercial College in this city.

The New Orleans press concur in expressing the opinion that the masterly skill and artistic merit of the production from the pen of Mr. Spencer, places him in the front rank of his profession, and shows that he can rival the lithographic and typographical arts.

This work was transmitted to the Emperor of the French, and a copy required, to be placed in the City Hall of New Orleans. This has just been completed, and we have had the pleasure of examining it.

The lettering, a part of which has been illuminated, embraces a great variety of styles, showing versatility of talent, pleasing effects in light and shade, symmetry and delicacy, as well as strength.

The portraits of Cæsar and the two Napoleons, admirably arranged in the piece, are triumphs of the pen artist which stand unexcelled by steel engraving.

The pressure of other duties placed the completion of this work in the hands of L. P. Spencer. This young artist is destined to make as great a reputation as his honored father, for his hand guides the pen with skill born of masterly inspiration, and produces results which fully testify to his genius and talents.

In reviewing this artistic production, we realize that the art of penmanship is not only brought back to the fame and prestige it once held in the world, but is carried far beyond the achievements of the masters of any prior age.

Mount Pleasant College was chartered by the Legislature of Missouri during its session in 1854-5. The founders designed it for the co-education of the sexes. Under the Presidency of Rev. W. R. Rothwell, it prospered till the war forced its suspension; but now, through the energy and liberality of its friends, it will be re-opened Monday, September 1st, upon a basis that insures both success and permanency.

The College edifice is large and spacious, beautifully situated near the city of Huntsville, and six miles from the junction at Moberly.

This College has a good supply of philosophical, astronomical and chemical apparatus, and a good library of about twelve hundred volumes. Rev. James Tirril is the President, and the Faculty associated with him are competent and enthusiastic teachers, who feel conscious of their ability to demonstrate by work in the school room, that the co-education of boys and girls secures to each the greatest educational good, and is both practicable and expedient.

PRACTICAL SUGGESTIONS.



TEACHER of large experience hands us the following practical suggestions, which we are glad to publish for the benefit of all concerned:

The importance of having school-rooms inviting, pleasant, and supplied with appropriate furniture, is not always appreciated by those who have the control of such matters. Children should have comfortable seats and desks if they are expected to make any respectable progress in their studies. Confinement in the school-room is irksome enough under any circumstances, but it becomes doubly so if the pupil has to occupy an uncomfortable seat.

The discomfort of the pupil, however, is not the only bad consequence that results. The disorder and confusion arising from the continual effort of wearied nerves and muscles, striving to get relief from the pain produced by unnatural and constrained positions, tax the teacher's patience to the utmost, and seriously interferes with the progress of the scholars. Besides, there is often permanent injury done to the physical system and health.

We know a case where a young lady, whose acquirements and capacity for teaching were respectable, had the misfortune to be assigned by the school directors to teach in the basement of a church, the only furniture of which were the long benches with perpendicular backs used by the congregation. Upon these benches the children were perched, with their feet swinging several inches from the floor, and no convenience on which to lay books or slates. Of course they were restless and somewhat disorderly, changing position all the time to get a temporary respite from the weariness occasioned by an unnatural attitude. The dropping of books and slates occasionally was an unavoidable occurrence. The teacher labored with zeal and perseverance, but at a great disadvantage, to control her school and communicate instruction; and the enlightened directors, instead of properly furnishing the school-room, gave her a dismissal as a reward for a year's extra labor and diligence striving to overcome the difficulty occasioned by their negligence.

This is by no means a solitary case. Much of the time and energy of teachers

is wasted for want of the proper furniture and apparatus in the school-room. It is high time that all such obstructions to the instruction and improvement of the rising generation were removed.

We call upon teachers to use their best efforts with their employers to remedy the evil in question. We call upon school directors and the boards of education everywhere, to see to it that the school funds are not, to some degree at least, wasted for want of a little school furniture and apparatus. We call upon the friends of education in general to exert themselves to bring the force of public opinion to bear upon this point, so that every aid and appliance necessary for the education of the young may be promptly brought into operation.

WEBB'S ADDER.



WE cannot do our readers a greater favor than by calling attention to this little instrument. It is to the tedious process of Addition all that printing was to the process of copying books by hand, what photography is to portrait painting, the telegraph to a mail coach. It is easy, expeditious and certain. A column of figures a page long can be added without the possibility of error, and with absolute certainty of the result. Anybody can use it the first time he sees it, and in fact the only wonder about the machine is that it did not get itself invented 100 years ago. We venture to predict that in three years it will be considered as indispensable in every counting house as a day book or an inkstand.

THE following is an example of the absurdities which occasionally go the rounds of the press. Did any of the editors who have copied it ever take pains to calculate the amount of paper that would be required to cover the globe in an envelope three-eighths of an inch thick? A job printer in a little town among the forests of Maine, advertises as follows:

My new and highly polished Excelsior press has printed in the last three months handbills of all colors, sufficient, if pasted together, to form a paper ribbon seven inches wide and of a length to encircle the whole globe. The whole amount of paper used in my office, on various presses, since it was started, would be sufficient to completely cover the earth in an envelope of paper-mache three-eighths of an inch in thickness.

Who of our readers will make the calculation and send it to us?

ANOTHER BID.



LEXINGTON puts in a bid for a Normal School. We ought to have about three more in the State to meet our present wants, and then it will be two or three years before we can supply the growing demand for competent teachers. We cheerfully give place to the following communication, and invite attention to the statements made:

Editor Journal of Education:

The subject of *Normal Schools* now engages, and justly too, the attention of the people of Missouri. For I believe it is impossible to make the Public Schools of any State efficient in their work, without the aid of the Normal, to train and better prepare their teachers for their duties. I sincerely hope the Legislature, when next assembled, will pass a liberal bill for the establishment and maintenance of these schools. Lexington, in Lafayette county, is the place for one of them. We claim the right to one in the west, and the claim Lexington has over many others is this. The State has accepted, as a donation from the Grand Lodge of Free and Accepted Masons of the State, the property known as the "Masonic College" in the city of Lexington, and has pledged herself to establish and support forever a first-class *Military*, or *Normal* or other *Literary* institution, on said college grounds. Now the Normal feature is herein noted, and the right given to establish and perpetuate, hence we ask, would it not be better, considering the property owned here, to give her attention, &c., to the Normal feature of the conditions? With a comparative small sum of money, in addition to what has already been done, this property can be made the prettiest in the State. The College is pleasantly located, surrounded by spacious grounds, away from the business part of the town, where there is nothing to distract or withdraw the mind from thought during the proper hours for study.

I write this merely for the purpose of calling attention to this property, in which the State is interested, and which is too valuable to be lightly esteemed or carelessly considered. I hope our Legislators may think of the matter, and find some means by which they can make the Normal feature an object of special interest. The State, it is true, has established a *Military* Institute here, but owing to the dilapidated condition of the buildings and grounds in which the war left them, and the limited means for repairs and carrying on a school of this kind, it has not been very successful, yet it has accomplished as much, perhaps more than was expected in the time; but with the Normal feature there is no possibility of a failure. And we may justly look forward to a bright future, the results of which as a State we could have no occasion to feel ashamed. Such is the belief and hope of a

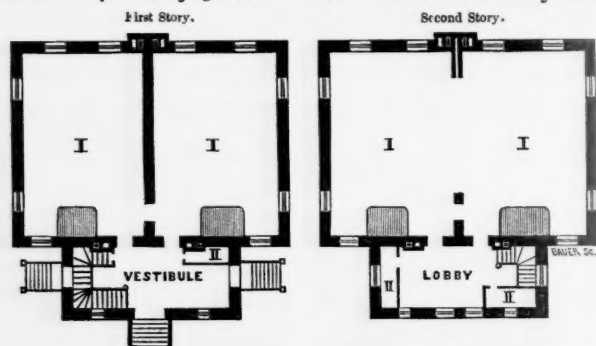
LEXINGTONIAN.

A CHILD is the most beautiful work of God's creation; beautiful in its present weakness, trustfulness, and simplicity, and beautiful in its possibilities. She who learns properly to estimate child-character,—who, humbling herself to walk and talk with children, re-lives her own childhood experiences, and so cultivates a sympathy with children, finds herself bound to them with a "threefold cord."



COMPTON SCHOOL, ST. LOUIS.

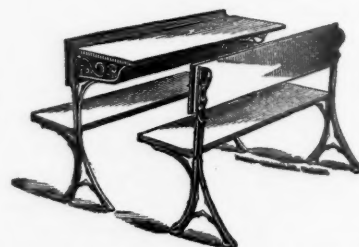
At the request of a number of school officers, who design building, we republish the cut and explanation of this school. Lot 100 by 136 feet. Built 1868. Cost \$15,000. Warmed by furnaces. Two stories. Four rooms. Rooms 27 feet by 30 feet. Two hundred and fifty seats. Four teachers.



PLAN OF COMPTON SCHOOL.

I I I—School rooms, 27 by 30 feet.

II II II—Wardrobes.



This house is furnished with the Combination Desk and Back seat, similar to the above cut.

EDITOR JOURNAL OF EDUCATION:—I have been listening again to the examination of candidates for the Teachers' honorable calling. It was "public day," consequently I had access to the Superintendent's sanctum. I had not been long in waiting, when a specimen made his appearance, and demanded to be examined in "fifteen minutes," for he lived in an adjoining county, and he had a "*crap*" that he must attend to. In answer to a question if he had ever taught, he replied, "O, yes, I have *taached* a *heap*." His skill was tested in spelling. Six words had been pronounced to him, when he broke forth, "O, you need not pronounce any more words to me, I am a *whale* to spell!"

The Superintendent told him perhaps he was, but he had missed four out of the six. This rather disconcerted him, but he gathered up his courage with, "Put out some more, mister." To the question What is Arithmetic? His reply was, "It is a book," and that he "knew one when he saw it." The Superintendent soon convinced him he did not know one when he saw it. He was asked the sign for Addition, Subtraction and other signs common to every Arithmetic, of which he knew nothing. Finally he could stand it no longer; he relieved himself in this manner: "See here, mister, I know nothing about *Algebra*—never studied mor'n two hours in my life." He was asked what 540 acres of land would cost, at \$203 per acre. He said "it depended on how the question was stated;" and finally gave for an answer \$10,482. The Superintendent told him,


he (the Sup't) thought he would not give him a certificate. He began to plead, and said he "had a *rising* on his hand, and could not work;" at this the Superintendent reminded him of his haste to return and secure his "*crap*." He pleaded so hard, that the Superintendent gave him another try. Suffice it to say he did not get a certificate; and, after listening to some wholesome advice, he departed. And yet this candidate has taught some six terms in Southwest Missouri, and was armed with two or three certificates from former Superintendents. Better go without schools than have such excuses for teachers. Is it a wonder that the schools are of a low grade?

The Superintendent informed me that he often had such characters present themselves for examination, and that they went away with "*beas* in their ears."

Southwest Missouri, July, 1869.

J.

A WARNING.

T the earnest solicitation of a large number of school officers and teachers, we publish extracts from one or two letters, which are only a sample of a large number of others which we have received.

We strike out what we consider the more objectionable features of their communications, for any person has a right to print and sell any map which he can persuade the people to buy. The State Superintendent, in his published official list, recommended *Camp's (Mitchell's) Outline Map and Key*, we suppose because he considered them the best. As we said before, people have a perfect right to buy others if they choose; but to the letters:

Editor Journal of Education:

Dear Sir: I wish to sound a note of warning, through the columns of the JOURNAL, concerning a set of maps purporting to be of some use in our District Schools, called "Israel's Ancient Outline Maps." They are very ancient, and sold at \$39 per set of eight maps, all printed on one sheet. I learn that quite a number have been sold in Perry and adjoining counties, and those who have bought are, in my opinion, themselves sold to the tune of about \$35, for the maps are not of much use in District or Sunday Schools.

Yours truly,

E. A. ANGELL,
Prin. Perryville Public School.

IRONTON, MO., June 21, 1869.

Editor Journal of Education:

SIR: A man by the name of A. B. Israel, styling himself as the author or proprietor of Israel's Ancient and Modern Outline Maps, Geography, etc., had sent some one out here to engage his works to the different School Districts in the county. Some two weeks ago, he was here himself, and obtained orders from six different Directors to the Treasurers of the different Townships for \$39 each. These orders he has cashed here, but since he left, the fact has come to light that these different Directors have not received the works, nor have they, up to this time, anything at all to show where they are to come from, and I am of opinion that the transaction is a swindle. I did not buy his works myself, but if in your power to aid those who have bought by such information

as you may be in possession of, or able to obtain, in reference to the whereabouts of said Israel—whether he has any establishment, or is in connection with a house furnishing these works.

If he cannot be reached to be handled according to law, he should at least be prevented, as far as could be, from imposing on others elsewhere.

Any information or assistance in this matter would be gratefully acknowledged by those concerned.

Very respectfully,

JNO. A. MILLER,

Director Ironton School District.

We know nothing about this person, only from these and other similar complaints; but, to prevent all difficulties of this kind in the future, and because it seems to be called for, we publish a letter given us by Hon. T. A. Parker, State Superintendent of Public Schools:

OFFICE OF STATE SUPERINTENDENT OF PUBLIC SCHOOLS,
City of Jefferson.

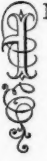
To School Officers and Teachers:

I take pleasure in recommending to your favorable consideration the Western Publishing and School Furnishing Establishment, located in St. Louis, at 708 and 710 Chestnut street, in the Polytechnic Institute. The gentlemen conducting it are known to me as men of probity, enterprise, and large experience in educational matters. Their list comprises globes, charts of all kinds, outline maps, philosophical, chemical, and illustrative apparatus, together with a large variety of school furniture. This establishment seems to fully meet a want long felt by the educational interests of the State.

Yours very truly, etc.,

T. A. PARKER, Supt.

State University of Columbia—The Female Department of the Normal School.

N this department, arrangements have been made to secure to young ladies all the advantages of the University, while they will receive special care and supervision in as high a degree as in any female school in the country. There is no good reason why the State should exclude one half its population from the advantages of its highest institution of education.

In addition to the regular teachers of this department, the University Professors will render aid in their respective branches of study.

The advantages of library, apparatus, observatory, and other appointments, will be open to the female pupils. It is difficult to see how any other female school in the State can afford advantages equal to those afforded by this department.

The plan contemplates the least expense possible to its pupils—and also other benefits:

1st. There is no tuition fee—the small sum of ten dollars to each pupil being required to meet various incidental expenses.

2d. Board and room rent are placed at absolute cost, Prof. and Mrs. Ripley of the Normal College, forming a part of the family or club arrangement, designed to cheapen boarding, securing also perfect supervision.

3d. The plan is entirely different from that of institutions open to both sexes—the school, in fact, being separate, but belonging to the same system.

4th. Certain University lectures will be open to students of both sexes, precisely as they are now open to ladies in the London University, or in the great English University at Cambridge.

PRACTICAL SUGGESTIONS.



R. Wm. Conyer, of Mexico, writes to the *Messenger* a letter containing some practical suggestions in regard to the working of the School-law.

We are glad to see the interest which is being manifested by the people in this matter. Mr. Conyer says: "Our township organizations are in such a backward condition, that the section requiring but one director should be put back as it stood before, to three. If the duties of this office are discharged faithfully, it will require more time than most people in the rural districts can devote to it, especially as there is no pay in the matter,—then we not only have the services of three men, but we have their counsel also, and are more apt to move along in accordance with the wishes of the majority of the people. Another wrong in the bill is, that the director cannot discharge the teacher, although the district may be greatly dissatisfied, but if the thing is done at all it must be done by the township board of education. Why not let the district through its director manage its own matters?"

The Journal of Education.

J. B. MERWIN.....Editor.

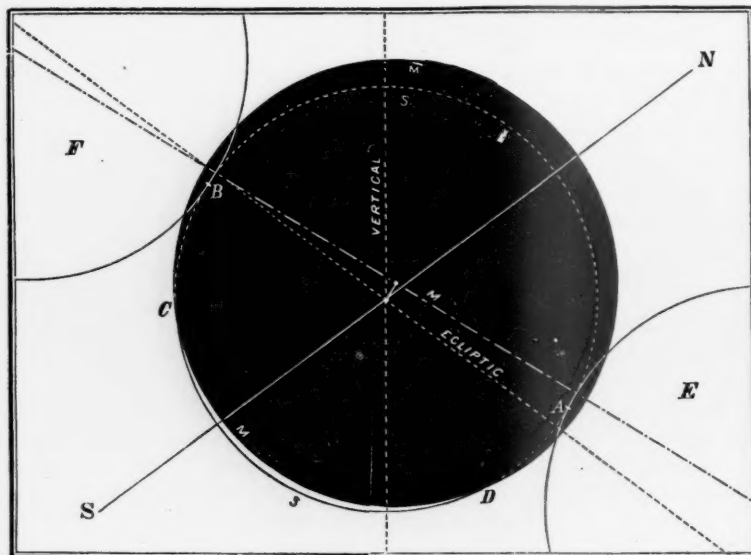
ST. LOUIS, MO. : : : : AUGUST, 1869.

THE ECLIPSE.

WE have postponed the publication of this number of our JOURNAL a few days in order that we might present to our readers, by the accompanying cuts, an accurate view of the recent eclipse, as it appeared at St. Louis.

We are indebted to the courtesy of Mr. Louis Soldan, Secretary of the *Neue Welt* Printing Company, for the diagrams, which were designed by Wm. Einbeck, of this city, for our German contemporary, the *Neue Welt*, and engraved to show the phases of the eclipse as visible from the Observatory of Washington University.

According to the calculation made by Chancellor Chauvenet, of the University, the sun's greatest obscuration was fully 0.99, and the appearance of the grand phenomenon was very fairly represented by the following diagram. The letter E represents the moon's position at the commencement of the eclipse, and the letter F its position at the close. C D show the sun's edge when the obscuration was greatest:

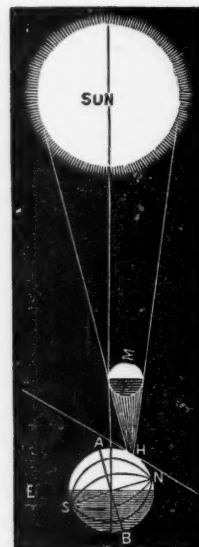


At the predicted time, the eclipse commenced, reached the greatest obscuration, and ended with the same

accuracy as if the rare event were one of the daily occurrences of the celestial mechanism. At three minutes past four the moon began creeping over the sun. It entered the sun's disk on its lower limb, and covered it, to our view, until about five or six minutes after five o'clock, when only a small crescent of deep-colored light remained visible. The thermometer had fallen to 70° Fahrenheit; the darkness was much deeper than had been anticipated. At the moment of the greatest obscuration, the landscape offered a wonderfully mysterious aspect. The grass and the foliage of the trees became of a deep blueish shade; the faces of the friends around us were pale, as if lightened by ghostly flames; well-known people looked like strangers traveling by moonlight through a forest. The Mississippi offered the sight of a broad, dark belt, fastened across a still darker country. The change from full daylight to the shadow of a late evening was so sudden that it filled the imagination with awe. Every one was under the influence of that singular sentiment of mystery which we always feel when the common order of things is suddenly changed, and seems to be ruled by other laws than those with which we are familiar. The sky also presented an uncommonly interesting aspect, though it was less attractive than the scenery around us. At the instant of the greatest obscuration, and

five o'clock, the moon was distinctly observed, surrounded by a bright corona. This was the great crisis in the phenomenon, and the sublime spectacle lasted but a few minutes, when the moon continued on its way, forming a reverse crescent as it passed slowly off the sun's disk. The greatest obscuration lasted about five seconds, and the darkness was such that it was difficult to read.

SUN, MOON, AND EARTH.



The accompanying diagram exhibits the relative positions of the sun, moon, and earth at the time of the eclipse.—The lowest globe represents the earth. The point H is the position of our State, and the line C D represents its horizon. S represents the South Pole, N the North Pole, and A B corresponds to the position of the earth's

equator.

WE have been honored with calls the past few weeks from a large number of the leading educators of the West: President Read, of the University of the State of Missouri; Rev. Dr. Chapin, President of Beloit College; Rev. B. H. Smith, President of Christian University at Canton, Mo.; with Professor Oval Pirkey; Prof. Ripley, Principal of the Normal School of Columbia; Prof. R. C. Crompton of Illinois College, Jacksonville; Hon. V. Dell, President Board of Education at Fort Smith, Ark.; Prof. Edwin Clark, Ass't State Supt. Public Schools of this State. Our sanctum has thus become a sort of "Educational Exchange," where all interested are, and will be, cordially welcomed. These gatherings are mutually profitable to all, for the comparison of views, good counsel given, and harmony of feeling and action promoted.

AN "Angell" gives school officers and teachers a "warning" in this number of the JOURNAL, to which we invite the attention of all interested.

PLAIN WORDS TO FOOLISH PEOPLE.

THE American fondness for titles is proverbial, and is a curious phenomenon in our rampant Democracy. It is not always, however, unintelligible. We can readily understand why our people like a military title, especially now. It is an actual diploma. It means "served in the war." And which ever side the man may have fought on, he is not ashamed of his record. He likes it recognized by the use of his title of Captain or Colonel, and has a right to claim the appellation he has earned. But when we get to civilian titles, we confess ourselves afloat. What, for example, do nine men out of ten, who wear the title of "Professor" occupy themselves about to entitle them to it? What do they assume by this distinction? Or rather, in many cases, on what assumption do their admirers thrust it upon them?

We know an excellent County Superintendent of Schools, whose friends have dubbed him quite against his own will with this appellation. He has contended against it, and protested, but to no avail. They stick, and it sticks. On letters addressed to him it is as inevitable as a postage stamp. Strangers introduced to him know him by no other title. It may not bring down his gray hairs in sorrow to the grave, but he expects to look back from the Spirit-world and read the obnoxious epithet on his tombstone. It is to help this poor fellow that we write this article.

Few people who use this word ever give any thought to its meaning. They think it involves some kind of literary or scholastic eminence, besides reflecting back a kind of glory on the friends and townsmen of the unfortunate victim. But it actually has a significance of its own, if people only knew it. To make the word its own interpreter, a "Professor" is a *professional* instructor in any specific branch of science or literature. A man whose business it is—*permanent* occupation—to instruct the students in a College in Latin or Chemistry, is a Professor of Latin or Chemistry. Reduce boot-blackening to a science, and the man who makes it his business to instruct others in it, may be a Professor of Boot-blackening. But a starving County

Superintendent in Southwest Missouri, What is he Professor of?

No one but a fool or a mountebank ever assumes this title voluntarily. Since we find ourselves so far on the way to Asia, we need not be surprised at the Orientalism which calls a barber shop a "Tonsorial Palace," or the boss barber a "professor" of the art. He is not a Professor, however, if he shaves others. To claim the title he must be a teacher of shavers, and at the head not of a "Tonsorial Palace," but of an "Institute" or a "University."

"A word to the wise is sufficient." We have given this subject more than a single word, because we address not the wise, but (saving your presence, reader,) the foolish. Leave the word to the College dignitaries and the Corn doctors, but spare our unoffending Superintendents.

[Please spare us, too.—Ed.]

HOME CULTURE.

THE influence of home training upon progress at school can scarcely be estimated.

I have known many cases in which the best efforts of instructors have been neutralized if not completely baffled by parental training, or, what is worse, the want of it. The parent or guardian who habitually indulges the caprices of the child, allowing him to pursue his own inclinations, need not look for scholastic excellence, or even mediocrity.

Indulgent but misguided parent, no matter how high your hopes have been raised, they are destined to disappointment. Your child cannot become a scholar—not even proficient in an average degree. Stifle in your bosom every ambitious desire that your offspring should be honored and respected when you retire from the scene. He conducts at school much the same as at home. He has never been taught self-denial at home, and he will not practice it at school. His training cannot to any considerable extent be of a domestic nature. He has never studied with prolonged diligence upon any subject—has never subordinated his wishes to those of any other person. He will not willingly do it now—will never do it cheerfully. The efforts of the teacher for the pupil's reformation do not meet with a second

at home. Most likely your child will be a failure. Those school exercises in which pupils more happily circumstanced engage so eagerly have no attractions for him. He has no heart in all this business of education; does not know what it means—will never know. All his operations are merely mechanical. He hangs a dead weight upon the class and the school. His school days over, society must take up the burden. He is impatient of the restraint of the school-room, and invents every imaginable cause for excuse therefrom. The satisfaction derived from tasks well performed has for him no meaning. He is peevish and dictatorial in his intercourse with his fellow pupils. I have not described a rare or an exceptional character. Nearly every teacher can go into his school, to-morrow morning, and designate with fearful certainty one or more pupils, male and female, that will exactly answer the description. Parents must unite with teachers in developing positive traits of character. Let the pupil understand that though a game at ball, a trip to town or the country, a hunting and fishing excursion are well enough in their places, yet they must never interfere with more important matters. Parental treatment slays the youth of our land by thousands.

YALE COLLEGE honors itself in conferring the degree of Master of Arts on Mr. Wm. T. Harris, the Superintendent of the Public Schools of St. Louis. The diploma certifying this action declares this to have been done "in consideration of Mr. Harris's services to the cause of education and to that of philosophy." *The Daily Republican* says:

"The creation of the philosophical and art societies of this city was principally his work, and for the last three years he has edited the *Journal of Speculative Philosophy*, a periodical which has rapidly found its way through all the countries of the English tongue. Mr. Harris is now in the prime of his manhood. He is thirty-three or thirty-four years old. The best instructors in this country, and one may well say the philosophical thinkers everywhere, regard him as their equal, and to a worthier man in every respect Yale College certainly could not have conferred its highest scientific degrees."

MISS HITT MAGINN is after our friend, Prof. Greenwood, but we rather think he can take care of himself and his "diagrams."

NOTHING so adorns the face as cheerfulness. When the heart is in flower, its bloom and beauty pass to the features.

Book Notices.

PAPERS FROM OVER THE WATER. By Sinclair Touzey. New York: American News Co. For sale by St. Louis Book and News Co., Saint Louis.

THE OLD WORLD IN ITS NEW FACE. By Henry W. Bellows. New York, Harper & Bros., St. Louis Book and News Co., St. Louis.

Every American of average intelligence, or of a considerably lower standard, who visits Europe, can easily enjoy the cheap satisfaction of seeing his letters in print, and can acquire as much local celebrity as he desires. But so many volumes have been published of European travel, that the public have begun to feel themselves tolerably enlightened on the subject; and now, when such books appear, we infer either a great deal of hardihood in the author, or else some special merit in the books themselves which has commended them to the publisher. In the volumes before us, we are glad to recognize the latter quality. In this they agree, while in all other respects they differ as widely as can be conceived.

Mr. Touzey sees Europe with the eyes of a driving, practical Yankee; and tells what he sees without pedantry or affectation. If he found any places where he shed tears, he spares his readers the briny effusion. He notices how they lift stone in Berne, and handle bricks in Paris, how the little pigs go to market in Geneva, and how the raisin girls victimize travelers in Malaga; how the Escorial looks and Vittoria smells. He tries on Charlemagne's crown and pooh-poohs at his scepter, and then, like a heretical Yankee as he is, indulges in an apotheosis of the newspaper and the steam-engine. He goes at one jump from banks to ballet-dancers; tells us John Bright reminds him of Senator Wilson, and that Rothschild's palace in Geneva don't begin to compare with Morris Ketchum's, at Westport, Ct.;—and so, with every one of his senses fully awake, he observes and describes what his eyes, nose and ears tell him, the things that thousands will enjoy reading.

Dr. Bellows' two handsome volumes are of a totally different character. They are what we might expect from the author—a man of scholarly attainments, of broad and elegant culture, the minister of a wealthy metropolitan

church, and the leading Unitarian of the country; an eminent philanthropist, President of the Sanitary Commission, visiting Europe for the second time, with wealth, leisure, and the passport of his own reputation. Nothing that he could write could fail to be interesting and instructive—not more for the clear description of what he actually sees, than for the pointed and philosophical reflections suggested by every object of note. Dr. Bellows extended his travels to Egypt and the East, as far as Damascus. Both volumes abound in hints and observations concerning government, religion, and every topic relating to public and social life and manners in the countries he visited, which give them a permanent value. We hardly need commend them to those to whom the name of the author has not done so already.

Oh! for the day when books like this shall displace those now used as readers in our higher schools!

THACKERAY'S NOVELS—Household Edition. FIELDS, OSGOOD & Co: Boston. For sale by the St. Louis Book & News Co., St. Louis.

We can not better express the feelings of all lovers of Thackeray than by using the words of Ed. E. Hale, in his Ingham Papers. In alluding to the pleasant social intercourse of the two or three families who figure in his book, he says of the reunions:

"We talk, or we play *besique*, or Mrs. Haliburton sings, or we sit on the *stoup*" (a good New York or Pennsylvania Dutchman would have said *stoup*) "and hear the crickets sing, but when there is a new Trollope or Thackeray—alas, there will never be another new Thackeray!—all else has always been set aside till we have read that aloud."

"Aloud," that's the way to read Thackeray. One can get at the story by reading sulkily to one's self, but how much shrewd philosophy—how much clever satire one misses. One can fancy how the Hales and Inghams and Haliburtons would love Thackeray; and how when the reading of that last chapter he wrote was finished, they would talk of him as of a lost friend, and not of the hero. "How much we had prized him—how strange it was that there was ever a day when we did not know about him—how strange it was that anybody should call him cynical, or that men must apologize for him." All this is very natural to those who have learned to appreciate Thackeray.

The present edition is gotten up in beautiful style in green and gold, handsomely printed at the *Riverside Press*; the type rather small, but not too small for the price. You must not expect everything for a dollar and a quarter.

But won't the Inghams and Haliburtons look in vain for the charming initial letters with which the pencil of the author, not less facile than his pen, was wont to decorate his pages. Ah! Messrs. Publishers, how many old Thackeray lovers would gladly have given another half-dollar to see these familiar cuts in your handsome volumes! We wish you quick sales and comfortable profits, but Oh, when this Household Edition is all sold, pray give us a *complete* one.

WATERLOO—G. P. Putnam, New York; For sale by St. Louis Book and News Co., St. Louis.

Is another of the Erckman-Chatrion stories. It begins with a charming picture of domestic life in a provincial city of France half a century ago. This is but an introduction, however, to the most vivid word painting of war, from the point of view of the reluctant conscript, that can be conceived. If any body wants to know what war is, stripped of its pomp and glitter, or cares to read of scenes and incidents that make one's flesh creep, let him read this book.

RHETORIC: A Text Book, designed for use in Schools and Colleges, and for private study. By Rev. E. O. HAVEN, D.D., LL.D. New York: Harper & Brothers, Publishers. For sale by E. P. Gray, St. Louis.

We have carefully examined this work, and fully endorse the following from the *Central Christian Advocate*:

"The book is systematically arranged, and the discussions are exceedingly plain and concise. Any of these chapters might be put upon the blackboard in a table, or diagram, which would place the whole subject before a class. With such a text book every good teacher will be delighted. It is enough to say of such a work that it is an admirable text book. We commend it to students and teachers."

Just think of it, teaching "Oratory" by a "diagram" on a blackboard. This is the *practical* way though, not only to teach this, but nearly all the other branches of education. Use the "sight sense" as much as possible with others.

MESSRS. J. B. LIPPINCOTT & Co., Philadelphia, have ready the first five parts of their "Universal Pronouncing Dictionary of Biography and Mythology," by Dr. J. Thomas, the learned editor of "Lippincott's Pronouncing Gazetteer of the World." Such a work of reference is greatly needed, and its issue will be warmly welcomed both by scholars and by general readers.

DIVINE LOVE AND WISDOM, HEAVEN AND HELL. By Emanuel Swedenborg. Philadelphia: J. B. Lippincott & Co. For sale in St. Louis by E. P. Gray.

It is too late in the day to review the works of Emanuel Swedenborg. Their influence is already too widely felt to be affected by our criticism. Those who are accustomed to judge of the results of these teachings by the comparative feebleness of the organization known as the "New Church," are greatly in error. The object of Swedenborg was not to found a new church, but to instigate reformation in the existing organizations, and here his influence has been felt in almost every branch of the Church. Old dogmas have been overturned, old notions of scriptural exegesis annihilated, and new ideas of life, death, and the future existence have grown up, which are based on his interpretation of Scripture, and are commanding the attention of thoughtful men of all denominations.

It is a fact not generally understood, that the New or Swedenborgian Church has a separate existence only from the necessity of an organization to disseminate these doctrines, while many who accept them wholly or in part, are found in every church.

Of the mechanical execution of this edition, we cannot speak too highly. But of that the name of the publisher is a guarantee. It is unfortunate that the style of the translation is so far removed from clear idiomatic English, for the books deserve to be better known and understood.

FOREIGN MISSIONS: THEIR RELATIONS AND CLAIMS. By Rufus Anderson, D.D. New York: Charles Scribner & Co. For sale in St. Louis by E. P. Gray.

Dr. Anderson has brought to the work which he now gives to the public every qualification necessary to insure its success. His long connection with the A. B. C. F. M., his personal survey of the foreign mission field, together with the vast amount of material furnished to his hand by missionaries on the ground, have combined to make this a standard work upon the subject of which it treats. If it shall do anything to stimulate missionary and educational work at home, we shall rejoice in its large circulation.

ELEMENTS OF ASTRONOMY, Designed for Academies and High Schools. By Elias Loomis, L.L.D. New York: Harper & Brothers. For Sale by E. P. Gray, St. Louis.

Magazine Notices.

The Radical, for August, is better than it professes to be—in matter and manner. In its "Reviews and Notices" it copies a part of the essay of W. T. Harris, editor of the *Journal of Speculative Philosophy*. This essay is "pronounced by some to be superior as a work of art criticism to anything that has hitherto appeared in the English language."

The following is a fair statement of its platform in its own words:

"Confiding more in the natural force of ideas, for the progress and melioration of society, than in the good offices of the best-disposed institution; in the spirit of liberty, steadily burning in the soul of man, rather than in the wisest prescriptions of political or ecclesiastical art—we are ambitious, by the discussion of ideas and principles, to fortify individuals in their trust of spiritual laws, and in an unwavering reliance on the protections of heroic character."

Appleton's Journal of Literature, Science and Art, has already won for itself a place, and it will constantly grow into a wider sphere of influence among a large class of our people who find leisure to study science and art.

Hearth and Home, by S. M. Pittingale & Co.—We said after reading a few articles of this paper, that it was eminently worthy all the good things said of it, and we are more fully confirmed in the opinion with each succeeding number.

The National Sunday School Teacher, published by Adams, Blackmer & Lyon, Chicago, for August, is on our table, brimful, as usual, of valuable matter for Sunday school workers. Among the articles are, "Object Teaching, by Mrs. Willing;" "Dr. Bushnell on Sunday schools," which is worth the yearly subscription of the Magazine. We know it must be a welcome visitor to its 25,000 patrons, and our advice to every teacher and minister, who is not already a reader of the *Teacher*, is to send for it.

The Eclectic Magazine continues to present itself with its steady flow of interesting and instructive matter. Beneficial for those who would learn what the world of literature, science, and art are accomplishing. Its reviews are especially clear and reliable. Col. J. Pelton publisher, New York.

The Galaxy, for August.—"Put Yourself in His Place" is continued in this number. "The Race for Commercial Supremacy in Asia," by Richard J. Winton (with Map), is an article of great interest and value, and is withal one of the best written papers in this number. "The Age of Burlesque," by Richard Grant White, is a faint attempt at the sensational, with little wit and less wisdom. We turn from this to the *Galaxy Miscellany, Literature and Art, and Nebulæ*, by the Editor, all of which are fresh and interesting.

The Riverside, for August, with its illuminated cover and tinted frontispiece, and its droll stories, and droller specimens of Lucky's pictures, is all that children can ask in the way of a Magazine.

We are always sure of a good time with the little folks, and "big" ones too, when we take home the *Riverside*.

The Christian Examiner, for July. Edited by H. W. Bellows.—The article on the Study of German in America, by C. H. Brigham, will attract attention, and that on Religious Tendencies in the United States, by A. D. Mayo, will also be read with interest. Dr. Noyes's Translation of the New Testament, by H. G. Spaulding, and Spanish Orientalism compared with Scripture, are good articles. Then we have also a Review of Current Literature, which is discriminating, critical, and just. James Miller, Publisher.

The American Agriculturist, Aug. 1869. New York: Orange, Judd & Co.—This is a magazine for the farm, garden and household; and any one whose avocations are connected with either, will find \$1.50 a year invested in a subscription about as profitably laid out as he has a right to expect. Old and young of both sexes will be pleased and instructed by it. We especially notice its illustrations, which in design and execution are not surpassed by any popular magazine in the country.

The Yale Literary Magazine closes its thirty-fourth volume with toned paper and a general aspect of mechanical neatness. There is abler writing, a better variety and a smarter wit in this number than we recollect to have seen for some time. The "Lit" amply sustains the reputation of former years. We wish the new board of editors the fullest success.

EDUCATIONAL INTELLIGENCE.

ADAIR COUNTY.—The *Journal* at Kirksville says, in regard to the North Missouri Normal School, "that the catalogue received shows an attendance during the past school year of 423 students—about double the number attending any other collegiate institution in Missouri, out of St. Louis. The Normal claims to be a live school, up with the times, and built solely on merit. Its faculty contains twelve teachers." If enterprise, ability and devotion insure success, Professor Baldwin and his able corps of assistants will achieve it.

FRANKLIN COUNTY.—A correspondent of the *Appeal* gives this piece of sound advice to the school officers of that county:

Local Directors, be guarded whom you employ as teachers; for oft times it is they who are responsible for how the character of the youths are moulded, as the future rulers of this great Republic. Then let not Missouri be found wanting when weighed in the scales with other great States.

Allow no prejudices, political, or otherwise, to rule your action in the selection of a teacher.

1. Know them to be competent in all the branches required to be taught in your school.
2. That they be "temperate in all things," and require them to furnish certificates of good character and standing in society.

REYNOLDS COUNTY.—Mr. L. A. Thorps writes us a word of thanks and of commendation, for the *Journal of Education*, and says that a very general interest is being felt in Reynolds county in the success and prosperity of their schools. The teachers and officers are wide-awake and in earnest in their efforts to organize and sustain a good system of popular education. He has traveled about five hundred miles, delivered a number of addresses on this subject, and will, with the aid of the teachers, organize a Teacher's Institute this year.

LAWRENCE COUNTY.—From a private note we learn that the Normal School building at Marionville is progressing fast; they hope to finish it this fall. Crops are splendid. Immigration pours in. The people are industrious, and Southwest Missouri is prospering in every way.

They want the South-west Pacific Railroad completed at the earliest possible moment. So do we.

RANDOLPH COUNTY.—The *Randolph Citizen* says: "The educational advantages of Randolph county are sufficient for its population. Nearly every sub-

district has now a commodious frame school house, built upon improved plans, while the county seat prides itself in Mount Pleasant College (to be re-opened in September), and the flourishing District (graded) school. Almost every neighborhood is supplied with churches of some of the Protestant denominations."

TEXAS.—A friend of free schools writing from Anderson county, Texas, says: "Our new constitution will create a magnificent fund for common schools. It includes 'all the old fund left, a poll tax of one dollar,' one fourth of *all* taxes and all funds received from the sale of school lands. We intend to study the *modus operandi* of your Missouri system and other of the Northwestern States, before we fully commit ourselves to any finality. Send *Journal of Education* regularly."

Solutions to Last Month's Queries.

No. 4—Minstrels and minstrelsy are the bywords of public scorn; nor is there immediate hope of the prevalence of a more truthful sentiment. Dark and sorrowful, indeed, is the poet's lot in the present day. For myself, I feel oppressed by a sense of desolation, but I will still cherish my harp as my best friend amid the deepening shadows of my life. Though the voice of shame be hushed, though glory be no longer the guerdon of song, still will I confide in its ultimate triumphs and enduring power so long as the spirit of love and the genius of freedom inhabit the human heart.

No. 5—Iron, 775.5 lbs. nearly; water, 307 lbs. nearly.

No. 6—Allowing 15 lbs. to the square inch, the atmospheric pressure on the earth is 12,042,604,800,000,000,000 lbs.

No. 7—Heat—1, has no weight; 2 is not sensible to vision; 3, may exist without light or fire; 4, acts on all bodies; 5, impresses our sense of touch; 6, attends every operation of nature; 7, radiates from all bodies in all directions; 8, acts most forcibly in straight lines; 9, may be reflected from polished surfaces; 10, is variably conducted by different mediums; 11, may be concentrated in a focus.

No. 8—246—head, 60; spine and ap-
purtenances, 52; limbs, 134, and composed of phosphate of lime, 51.04 parts; cartilage, 32.17; carbonate of lime, 11.30; fluat of lime, 2.00; chloride of sodium, 1.20; phosphate of magnesia, 1.16; other matter, 1.13.

DES MOINES VALLEY RAILROAD.

A recent trip over this road convinces us that our St. Louis merchants will find it to their interest to cultivate the trade of the Des Moines Valley to a much larger extent than they have been in the habit of doing in the past. This road is in splendid condition, running two express trains daily each way between Keokuk and Des Moines, and will give every facility possible to its patrons.

The country through which it passes is unexcelled for beauty and fertility, and its close connections with roads crossing at several important points, gives access to all the larger towns in the State. Our teachers and business men need to familiarize themselves more with the topography of the country tributary to us, and the best way to reach these places.

Miss M. G. Hillman's Stoddard Addition Select School.

The Select School of Miss M. G. Hillman, at No. 624 Beaumont street, can be commended to the residents of Stoddard Addition and vicinity as eminently worthy of patronage. Its success in the year that it has been established has been very decided, and the results of Miss Hillman's teaching have justified the announcement contained in her circulars. Her former large experience in Eastern schools of the highest standard has been only repeated in St. Louis, and her pupils have shown remarkable accuracy of acquirement, promptness in showing the knowledge they had, excellence in enunciation and reading, and thoroughness in whatever they were taught. Such results, with a select class of pupils, made her closing exhibition a real treat. In addition to the faculty of teaching, Miss H. has a peculiar power in governing and controlling pupils, by a rare force of quiet dignity. She secures thorough discipline through moral means, and calls out the love of her pupils as well as their reverence. It is questionable, indeed, which is the more desirable about her school, the intellectual or the moral fruits secured. Both combined furnish opportunities for the education of the young of both sexes, where they may enjoy superior tuition and influence, with a very select class of children.

Examination and Institute—Monroe Co., Illinois.

COUNTY Superintendents undoubtedly stand at the head of educational interests in their various counties. The condition of the schools, to a considerable extent, and with but few exceptions, is whatever they may make it. Hence, in many of the elections for these officers, the lines are drawn upon these facts: Is he who presents himself an efficient school man? Does he feel such an interest in the details of school matters as to elevate the standard of teaching, and thereby secure a return to the people, in the education of the youth, of the expenditure incidental to the running of the schools? Does he understand the letter and spirit of the school law, and will he work according to their requirements, irrespective of all other considerations?—These are true tests and noble tests, to be greatly preferred to any partisan clique or personal preferences. They are suggested by a perusal of the school law of our neighboring State, and the course pursued by the County Superintendent of Monroe county, who issues certificates only at certain appointed times, of which due notice is given, and after a careful examination is passed, in which both the oral and written methods are pursued, touching the *technical* and *rational* knowledge of teachers in the branches prescribed by the law. Their methods of teaching, experience, and success, are also taken into consideration. The examination is immediately followed by Institute exercises, conducted by the teachers of the county, consisting of essays upon educational topics, discussions upon the thoughts presented, drills, and instructions—all having an aim to make things practical in their nature, so as to enable the teachers to enter their schools with renewed energy.

NEW SCHOOL FOR BOYS.—Rev. H. T. Morton has established a Scientific and Classical Institute on the corner of Eleventh and St. Charles streets. One of our Editors, most competent to decide, because his son has attended the school during two terms, pronounces this the best school in the city. The past labors of the Principal is the best guarantee of his future success and his proficiency as a teacher.

"From Sedalia—The Normal School a Success."

WE copy the following from a correspondent of the *Missouri Democrat*, which is truly encouraging to all friends of education. Normal schools we must have, and, if the State does not establish and foster them, it is gratifying to know that private enterprise has been so far crowned with unexpected success.

"The Normal School opened here this week quite prosperously. There are nearly fifty teachers in attendance, representing St. Louis, Jefferson City, Boonville, Pleasant Hill, Clinton, Brookfield, Ironton, Columbia, and other points. New pupils are constantly arriving, and we may reasonably expect by next week at least one hundred and fifty students.

There are at least eight prominent Normal instructors, who are contributing their best services in the different departments; the school building is admirably suited to the school, the citizens are generously accommodating teachers with board at merely nominal rates (lodging and board is had at four and a half dollars per week). A model primary school is organized, and taught by Miss Morris, one of the most successful teachers in the West. With all these advantages, why should not this school succeed? Illinois should not be allowed to lead Missouri in Normal Schools. The State Normal School at Bloomington, Illinois, is training six hundred teachers. What is there to prevent this school so favorably inaugurated, equaling, if not excelling, that at Bloomington. Certainly the day has fully come for Normal Schools in Missouri. We trust that many will yet avail themselves of the advantages of this school. Pupils will be received on any day of the session, which will last until August 27th."

It will cost you only two dollars a week tuition. Why not go and get a new inspiration for your work in this atmosphere of professional enthusiasm? We prophesy a glorious success for this Normal School.

As the first duty of man is to preserve himself, so also is it the first duty of the State to protect itself. The State that does not fulfill the law of preservation and destroy everything that would destroy it, must fall.

FRUITLAND NORMAL INSTITUTE.

Prof. J. H. Kerr, County Superintendent of Cape Girardeau county, will open a Normal School in the Pleasant Hill Academy buildings, near Jackson, on the 1st of September next.

Prof. Kerr is a graduate of Yale College, and brings to his position as Principal, not only ripe scholarship, but a broad culture gleaned from a large and varied experience. He understands fully the wants and demands of such an institution, and has provided for the use of his pupils every appliance in the way of maps, globes, charts, and other apparatus, which experience has demonstrated to be useful and necessary.

We congratulate the citizens of Southeast Missouri on the fact that they have secured, for the training and educating of both teachers and pupils, a Christian gentleman combining so much ability and integrity. He has won his way to the hearts and confidence of the people of that part of the State, and overcome obstacles which would have discouraged ordinary men. He deserves, and we are confident will achieve, success.

WHO ARE THEY?

A friend, writing from one of the enterprising towns of the interior, describes a "new species" of people. They are building a fine school house, and he states that the "people will be satisfied with nothing but a good building, well furnished; but we have a few 'Slow-go-easy's,' who bother us *muchly*, pulling the *purse strings so tight*." "Slow-go-easy's!" Wonder if they are prevalent in the State? Are they desirable? What is money for? to *use* or hoard? Queer "species" these Slow-go-easy's must be.

SCHOOL ARCHITECTURE.—We take pleasure in calling the attention of those building school houses or churches to the card of Mr. Geo. O. Garnsey to be found in another column. Mr. Garnsey is the author of the article on School Architecture published in this *Journal* in June. Mr. Garnsey was the Chief Architect for the New Illinois Capitol at Springfield, a building that cost over three million dollars.

OFFICIAL DEPARTMENT.

IMPORTANT TO SCHOOL OFFICERS.

OFFICE SUPERINTENDENT OF PUBLIC SCHOOLS,
City of Jefferson, July 26, 1868.

EDITOR JOURNAL OF EDUCATION—Dear Sir: Permit me, through the columns of your valuable paper, to answer the numerous inquiries as to who shall collect the tax for school purposes in the various townships of the State.

Section 19, page 169, Laws of Missouri, 1868, says:

SEC. 19. It shall be the duty of the township clerk to collect the various estimates, as provided in the preceding sections of this act, and immediately on the receipt of the tax-book he shall post up at the school houses in the various subdistricts a notice of the time and place for receiving such taxes, which shall be considered sufficient notice to the taxpayers in such subdistricts, whose duty it shall be to pay to said clerk the sums thus due on or before the first day of September following.

The act of which this section is a part was approved March 25, 1868.

And this same act, section 30, page 171, says:

SEC. 30. All of chapter 46 of the General Statutes, from section 1 to section 34, together with all acts and parts of acts inconsistent with the provisions of this act, be and the same are hereby repealed.

On page 172, laws of 1868, section 1 says: "Whenever the township board of education shall have made an estimate of funds for school purposes in their respective townships, and the same shall have been assessed as provided in sections 21 and 23 of chapter 46, General Statutes of the State of Missouri, it shall be the duty of the county collector to proceed forthwith to collect the same in like manner as State and County revenue is collected," etc. This section refers only to the collection of estimates made by *township boards*, and not to estimates made by *local directors*, and township boards are required to make estimates only for central high schools and schools for colored children. See section 15, page 167, and section 24, page 170, laws of 1868.

And, again, this section refers to two sections, viz: sections 21 and 23, General Statutes of Missouri, which were repealed the day before this act was approved, consequently it can be of no

effect. This leaves all the estimates, by whomsoever made, to be collected by the township clerk.

Very respectfully,
T. A. PARKER.

QUERIES.

Why does the sun shine on the north side of a building?

Will some one solve the following example? Given $x^2 + y = 11$ & $x + y^2 = 7$, to find the value of x and y ?

Southwest Missouri

Arrival and Departure of Trains.

PACIFIC.		
	Leaves.	Arrives.
Mail Train (except Sunday).....	8:30 a. m.	10:20 p. m.
Express Train (except Saturday).....	4:45 p. m.	6:00 a. m.
Franklin Accommodation (ex. Sunday).....	6:12 p. m.	7:15 a. m.
Washington Accommodation.....	4:00 p. m.	3:25 p. m.
Meramec do.....	1:35 p. m.	
SOUTH PACIFIC.		
Cars leave Seventh st. Pacific depot daily (except Sunday), for all stations, at..	9:30 a. m.	
NORTH MISSOURI.		
Mail and Express (Sundays excepted).....	7:00 a. m.	11:00 p. m.
Kansas City and St. Joe Express (Sundays excepted).....	3:00 p. m.	11:25 a. m.
St. Charles Accommodation, No. 1.....	4:45 p. m.	8:30 a. m.
CHICAGO AND ALTON.		
Night Express (Saturday excepted).....	4:15 p. m.	12:45 p. m.
Day Express (Sundays excepted).....	6:40 a. m.	10:00 p. m.
Sunday Express.....	4:15 p. m.	
Jacksonville and Chicago Mail (Sundays excepted).....	4:45 p. m.	10:30 a. m.
Carlinville and Alton Accommodation, (running through to Springfield Saturday night).....	4:45 p. m.	9:15 a. m.
INDIANAPOLIS AND ST. LOUIS LINE.		
Day Express (Sundays excepted).....	7:15 a. m.	8:40 a. m.
Lightning Express (Saturday excepted).....	2:40 p. m.	9:45 p. m.
Night Express (Sundays excepted).....	4:25 p. m.	3:40 p. m.
Sunday Train.....	2:00 p. m.	8:40 a. m.
OHIO AND MISSISSIPPI.		
Morning Express (Sundays excepted).....	7:15 a. m.	11:25 a. m.
Night Express, daily.....	2:30 p. m.	12:45 a. m.
Cairo Express.....	5:05 p. m.	1:30 p. m.
ST. LOUIS AND IRON MOUNTAIN.		
Trains leave Plum street station—		
For Pilot Knob and intermediate stations, daily, at.....	8:00 a. m.	
For Potosi daily (except Sunday) at.....	4:00 p. m.	
For Desoto (except Sunday) at.....	8:00 a. m.; 3:30 and 5:00 p. m.	
For Carondelet daily (except Sundays) at.....	6:35, 8:00, 9:15 and 11:30 a. m.; 2:00, 4:05, 5:10, 6:30, 7:45 and 11:30 p. m.	
Returning will leave—		
Pilot Knob for St. Louis daily at.....	3:30 p. m.	
Potosi for St. Louis daily (except Sundays) at.....	5:30 a. m.	
Desoto for St. Louis daily at.....	5:45, 7:15 a. m., and 6:05 p. m.	
Carondelet (except Sundays) at.....	6:40, 7:45, 9:45 and 11:15 a. m.; 1:15, 2:45, 4:15, 6:00, 8:00 and 10:45 p. m.	

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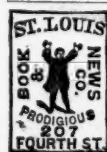
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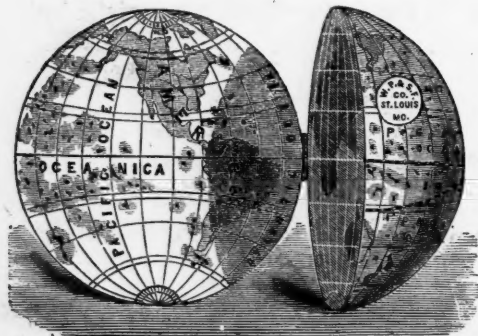
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The price of tuition for the academic year is \$40.00, payable in advance.

Boarding in private families is had at from \$3.50 to \$5.00 per week. In the Boarding Club, young men board themselves, hiring their own cook, at from \$1.50 to \$2.00 per week, including washing. The very young, and those incapable of taking care of themselves, should not go into club organizations. It is well for students intending to join a Boarding Club to bring bed clothing and towels from home.

The University also furnishes the highest and best advantages of education to females in the Female Department of the Normal College. Females not under the age of sixteen are received into this Department free of tuition charges, a contingent fee of not exceeding \$10.00 only being charged. They are in a building separated from the University, and under the special supervision of Prof. and Mrs. RIPLEY.

They may be boarded in families specially licensed, or with Prof. RIPLEY at club rates, which will not exceed from \$1.50 to \$2.00 per week.

The fixed purpose of the Curators is to round out and complete a University for the people of Missouri which shall meet their actual wants, and fulfill the requirements of the State Constitution.

DANIEL READ, President.

